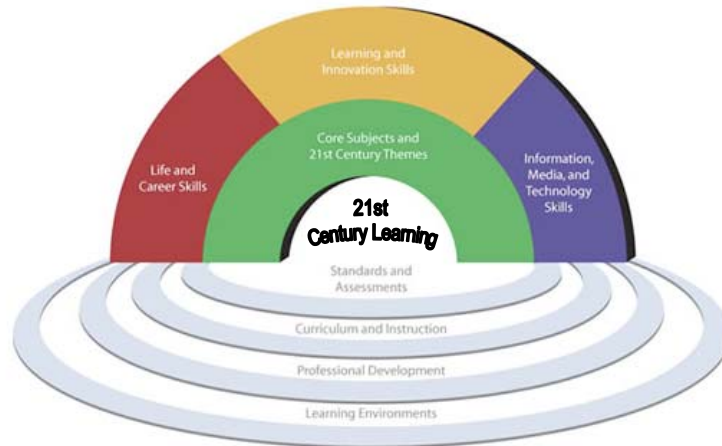


STATE OF SOUTH DAKOTA  
DEPARTMENT OF EDUCATION  
OFFICE OF CURRICULUM, TECHNOLOGY, AND ASSESSMENT  
700 GOVERNORS DRIVE  
PIERRE, SD 57501

REQUEST FOR PROPOSAL (RFP)  
DOE-09-OCTA-001

**Enhancing Education Through Technology (ED Tech) Program**  
Title II, Part D



PROPOSAL SUBMISSION DEADLINE:  
**5:00 PM CST**  
**June 06, 2008**

*Only complete applications postmarked by the deadline will be considered for funding.*

DEPARTMENT CONTACT:

**Peg Henson (605) 773-2489**  
or  
**[Peg.Henson@state.sd.us](mailto:Peg.Henson@state.sd.us)**

*Do not include this cover sheet with proposal*

**Equal Opportunity Employer**

# Enhancing Education Through Technology (ED Tech) Program

Title II, Part D

## REQUEST FOR PROPOSAL (RFP)

DOE-09-OCTA-001

### TABLE OF CONTENTS

<b>Proposal Requirements (do not submit this section)</b>	<b>Page</b>
Project Description	3
Local Entity Eligibility Requirements	3-4
South Dakota Project Goal	5
South Dakota Project Scope	5-6
South Dakota Project Evaluation	6
Response Requirements and Dates of Submission	6-7
Award Period	7
Award Amount	7
Submission Criteria	8
Scoring Criteria	8
Rejection of Submissions	8
<b>Request for Proposal Application Form (submit this section)</b>	
Applicant Information/Authorized Representative Signature Page	9
Key Individuals Developing/Implementing the Grant Project	10
Partnership, Technology Plan, and Priority Points' Questions	10
Proposal Abstract	11
Educational Need and Purpose	11
Goal(s) and Objectives	12
Project Plan and Activities	13
Partnerships, collaboration and plan for sharing	14
Evaluation	15
Budget	15
Additional Comments	16
Statement of Assurances-Signature Page	17-20
<b>Attachments</b>	
Attachment A Signed Individual LEA Partnership Sheet	21
Attachment B High-Quality Professional Development	22
Attachment C List of school districts w/ the highest # or % of children from families w/ incomes below the poverty line	23
Attachment D Budget	24
Attachment E *Indirect Cost Information	25
Attachment F Action Plan/Evaluation Plan	26
Attachment G Non-public School Participation Form	27
Attachment H 21 <sup>st</sup> Century Information	28-29

## Request for Proposals (RFP) for: Enhancing Education Through Technology (ED Tech) Program

### Project Description:

Competitive Funds are available to provide comprehensive professional development opportunities to K-12 public school districts who demonstrate both need and innovative strategies for their use, including the development and implementation of comprehensive professional development that can be widely replicated by others. Making these funds available is a focus of the South Dakota Department of Education's ongoing effort to promote technology as a foundation to ensure South Dakota students leave school prepared for the 21st century.

Under the Ed Tech program, the U.S. Department of Education provides grants to state educational agencies (SEAs). One-half of the allocations must be distributed competitively to eligible local entities. <http://www.ed.gov/programs/edtech/guidance.doc>

The Ed tech program in South Dakota provides competitive funds to improve student achievement in the core subject areas through the use of [21<sup>st</sup> Century skills and tools](#) with an emphasis in utilizing technology in the acquisition of those skills in elementary and secondary schools. Awards will be made to K-12 public school districts and their eligible partners for the purpose of developing and implementing comprehensive professional development projects which **maximize existing local technology, focus on improving academic achievement, and develop greater instructional capacity for teaching students 21<sup>st</sup> Century skills.**

Local Educational Agencies responding to the RFP should focus on a professional development project which is of **sufficient size, scope and duration** to be effective and that meets the eligibility requirements under the ED Tech competitive grant program. Districts which received small Ed Tech formula grant awards (through LEA consolidated applications) are encouraged to take advantage of the grant's flexibility in order to address local needs more effectively.

### Local Entity Eligibility Requirements:

1. ELIGIBLE LOCAL ENTITY- The term "eligible local entity" means —

- a high-need local educational agency

HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term "high-need local educational agency" means a local educational agency that —

1. is among the local educational agencies in a state with the highest numbers or percentages of children from families with incomes below the poverty line (see attachment C) ; and
2. operates one or more schools identified for improvement or corrective action under section 1116 of the ESEA; or
3. has a substantial need for assistance in using technology.

2. ELIGIBLE LOCAL PARTNERSHIP- The term "eligible local partnership" means a partnership that —

- shall include at least one high-need local educational agency and at least one
  1. local educational agency that can demonstrate that teachers in schools served by the agency are effectively integrating technology and proven

teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in —

- classroom instruction in the core academic subjects; and
- the preparation of students to meet challenging State academic content and student academic achievement standards;
  - ✓ institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act;
  - ✓ for-profit business or organization that develops, designs, manufactures, or produces technology products or services, or has substantial expertise in the application of technology in instruction; or
  - ✓ public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and

2. may include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

3. QUALIFICATIONS OF ELIGIBLE PARTNERSHIPS – Eligible local entities who wish to establish partnerships with for-profit businesses and organizations or public and private non-profit organizations must

- demonstrate to the SEA the partner’s qualifying expertise and experience in k-12 education of the targeted content area. Partnership will submit to the SEA with this proposal evidence verifying appropriate requirements of the partnership and this provision.

### **SD Project Goal:**

The primary goal of the South Dakota Ed Tech competitive grant program is to improve student achievement in the core subject areas through the use of [21<sup>st</sup> Century skills and tools](#) with an emphasis in utilizing technology in the acquisition of those skills in elementary and secondary schools. It is designed to encourage the effective integration of technology resources and systems with professional development and curriculum development to establish integrated 21<sup>st</sup> Century skills through instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.

### **SD Project Scope:**

The purpose of this comprehensive professional development project is to:

- Support initiatives that enable educators to **integrate 21<sup>st</sup> Century skills and tools effectively into curriculum and instruction** which are aligned with state standards, and are delivered through such means as high-quality professional development programs (see attachment A for definition).
- Support the development and use of electronic networks and other innovative methods, such as distance learning, online collaboration, and/or online instruction to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly of those in geographically isolated regions.
- Support the rigorous evaluation of programs funded under the Educational Technology Act, particularly regarding the impact of these programs on student academic achievement, and to ensure that the results are widely accessible through electronic means.

The professional development project will:

- be scientifically research based
- be related to and supported by the district's mission and vision;
- be consistent with the district's long-range technology plan;
- be designed around South Dakota content standards with any direct alignment noted;
- provide quality, sustained, intensive, and classroom-focused 21<sup>st</sup> Century professional development for teachers, principals, administrators, and/or school library media personnel to further the effective use of technology in the classroom or library media center throughout the grant cycle;
- utilize innovative strategies for improving 21<sup>st</sup> Century teaching and learning;
- utilize adult learning strategies which engage participants;
- incorporate appropriate assessment; and
- when appropriate, be delivered utilizing video and data interfaces such as the internet and/or video conferencing.

The District will:

- communicate and work with the SD Department of Education employees or designees during the development and implementation of the grant activities;
- provide information and data to the SD Department of Education upon request for purposes of evaluating and documenting implementation of the grant;
- submit the professional development model to the South Dakota Department of Education for its use and dissemination;
- participate in state-wide data collection to evaluate the technology intervention associated with this program;

- submit a final report including recommendations based on findings of the instructional strategies, curriculum and technologies utilized in the professional development.
- assure good faith commitment and support of the administration and the school board in the future development and implementation of curriculum activities involving technology.

**Each applicant for this RFP is expected to have the necessary equipment, software, and infrastructure already in place at the LEA level to carry out the activities of the grant.** This RFP is designed to provide monies for professional development, participant incentives, management of the comprehensive professional development plan, contracted services, evaluation and materials needed to deliver the comprehensive professional development plan.

### **Project Evaluation:**

**Evaluation is a crucial component to a project.** If evaluations show that planned activities are successful, educators' participation and commitment may increase. Conversely, less promising results, if utilized in the ongoing decision making process, can lead to changes in professional development that could make future efforts more effective.

An independent evaluator will be subcontracted through this grant to provide a formal aggregate evaluation for the Title II, Part D 21st Century competitive projects. Each grant applicant will budget 4% of the total grant to pay for contracted services of the evaluator. The evaluator will provide a comprehensive program evaluation plan, technical assistance to the local evaluator and a data reporting system. A memorandum of agreement will be sent to successful grant applicants.

### **Response Requirements and Dates of Submission**

To be considered for participation in this program the following requirements must be met with this RFP Application:

1. **one original paper proposal** (word processed or typed) must be completed, marked as "original" and submitted, beginning with coversheet including all required appropriate authorized original signatures;
  - a. Signed Application Coversheet by authorized LEA representative
  - b. Signed Statement of Assurances by authorized LEA representative
  - c. Signed Individual LEA Partnership Sheet by authorized LEA representative (Supt, CEO, or Business Manager) *Attachment A*
  - d. Signed Non-public School Participation Form *Attachment G*
2. **two paper copies** of the original RFP proposal including the coversheet page and copies of all required original signatures;
3. **one electronic copy** of the original RFP proposal including the coversheet page (must be in Microsoft Word 2003 format, or PDF format and may be submitted on compact disc, or sent via email by submitted deadline) may or may not include signature pages.

The South Dakota Department of Education is not responsible for transmittal time or irregularities in delivery on the part of the US Postal Service or other courier services.

Faxed proposals will not be accepted.

Proposals must be postmarked by **June 06, 2008** or hand-delivered to the Department of Education, Office of, Curriculum, Technology and Assessment by **5:00 PM (CST)** on the stated deadline.

Mail or deliver the completed proposals to:

**Attention: Peg Henson  
South Dakota Department of Education  
Office of Curriculum, Technology, and Assessment  
Title II, Part D RFP Submissions  
700 Governors Drive  
Pierre, SD 57501**

**Award Period:**

It is anticipated that awards will be announced by July 30, 2008. This RFP will be awarded from award August 01, 2008-Aug 30, 2009. Projects receiving awards will need to have project leadership attend a grant coordination and evaluation meeting shortly following the award announcement.

**Award Amounts:**

Grants will be awarded for professional development projects that maximize existing local technology while focusing on improving academic achievement through the development of greater instructional capacity for teaching students 21<sup>st</sup> Century skills through the use of 21<sup>st</sup> Century tools and will be based on need and availability.

The funding for this program is limited and awards will be issued until funds are depleted. Funding available through this RFP will be approximately \$615,000.

Proposals should include amounts that are of sufficient size and scope to be effective but not excessive. Budgets will not increase from the original projections submitted in this RFP by the LEA.

The SD DOE reserves the right to negotiate individual costs with applicant if necessary.

### **Submission Criteria:**

The Enhancing Education Through Technology's (ED Tech) Professional Development project proposals must meet the minimum submission criteria as identified in the application in order to be considered for funding specifically;

- ✓ **All applications must contain appropriate signatures to be considered.**  
Respondents not meeting the minimum criteria will not be considered for funding.
- ✓ Proposals must complete all sections of the grant as identified in the RFP.
- ✓ Priority will be given to applicants based on the quality of the proposal per the evaluation score of each RFP submitted.
- ✓ Proposals must integrate current local technology to support professional development as identified in the RFP which results in documented improved student achievement in the core subject areas in a 21<sup>st</sup> century context.
- ✓ District/LEA will be responsible for:
  - demonstrating a **real need and commitment** for the chosen professional development project proposed;
  - outlining an accurate budget;
  - maximize existing local technology in a 21<sup>st</sup> Century Context;
  - providing valid local evaluation of the project; and
  - providing evidence of impact on student achievement.

### **Scoring Criteria:**

Application scoring will be based on a rubric consistent with each identified question as outlined in the RFP. Priority points maybe given for any or all of the following, school improvement, extension of formula grants, pre-existing 21<sup>st</sup> century skills projects.

<u>Category</u>	<u>Points</u>
✓ Applicant Information	4
✓ Abstract	5
✓ Educational Need and Purpose	15
✓ Goals and Objectives	10
✓ Project Plan & Activities	25
✓ Partnership, Collaboration & Sharing	6
✓ Evaluation	15
✓ Budget and budget narrative	10
✓ Reviewers overall score	<u>10</u>
Total	100

### **Rejection of Submissions:**

SD DOE reserves the right to reject any and all submissions received as a result of this application process or to negotiate separately with the individual respondents.

*If you have additional questions regarding this application, please contact Peg Henson at 605-773-2489, or [peg.henson@state.sd.us](mailto:peg.henson@state.sd.us)*

***Do Not include the previous pages when submitting RFP***



## 2008 REQUEST FOR PROPOSAL (RFP)

### Application for Title II, Part D

DOE-09-OCTA-001

#### Cover Sheet

Due Date: Postmarked by or delivered to, the Department of Education no later than June 06, 2008.

#### Applicant Information (4 pts)

Local Educational Agency Name:		Tax ID Number:			
School District's Mailing Address:					
City, State, Zip:					
Telephone Number:		Fax Number:			
Authorized Agency Representative's Name:					
Position:		Email:			
Type of Applicant (Check only one) (see <i>attachment C for a list of high need LEA</i> )					
<input type="checkbox"/>	Local Education Agency (high need)	<input type="checkbox"/>	Local Education Agency (low need)	<input type="checkbox"/>	Other (specify)
Core Subject Area of focus : Choose all that apply					
<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Science	<input type="checkbox"/>	Reading/Writing
Other –if checking this box please identify the core subject area					
Did your entity apply and receive Title II part D formula Funding for 07-08?					
<input type="checkbox"/>	Yes	If yes, is this funding being used to extend the activities approved in the LEA's Title II, Part D consolidated application grant award?			
<input type="checkbox"/>	No				

#### Privacy Act Statement

In compliance with the Federal Privacy Act of 1974, the disclosure of the social security or taxpayer identification number on this form is mandatory pursuant to 26 U.S. C. 6109.

Authorized Representative Signature: I hereby certify that all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant. The applicant will comply with the attached assurances if assistance is rewarded.

Authorized Representative's Printed Name	Authorized Representative's Signature	Date

#### For State Use Only:

Approval of this plan/amendment is granted under the provisions of Public Law 107-110, provided the funds as allotted are expended only in accordance with the rules and regulations of the Department of Education and that should and audit disclose that such funds have not been so expended and restitution of such funds is required by the Department of Education, such restitution shall be made by the local education agency.

\_\_\_\_\_  
STATE EDUCATION AGENCY Authorizing Individual

\_\_\_\_\_  
Date

**Key Individuals Developing/Implementing the Grant Project:**

<b>Project Coordinator (primary contact for project)</b>	
<b>Name:</b>	<b>Position:</b>
<b>Mailing Address:</b>	
<b>Phone:</b>	<b>Fax:</b>
<b>Email:</b>	
<b>Role:</b>	
<b>Key Individual (local evaluation contact)</b>	
<b>Name:</b>	<b>Position:</b>
<b>Mailing Address:</b>	
<b>Phone:</b>	<b>Fax:</b>
<b>Email:</b>	
<b>Role:</b>	
<b>Key Individual (any additional leadership)</b>	
<b>Name:</b>	<b>Position:</b>
<b>Mailing Address:</b>	
<b>Phone:</b>	<b>Fax:</b>
<b>Email:</b>	
<b>Role:</b>	

**If a partnership, list all partner LEAs and indicate the LEA that will serve as the local fiscal agent. The fiscal agent or lead agency shall be the sole grantee and administer the sub-grant on behalf of all partnering LEAs. (Complete attachment A for each partner).**

**Indicate the Technology Plan Expiration Date of each LEA partner including the applying entity:** Districts receiving EETT funds must have an approved Technology Plan on file with the South Dakota State Department of Education.

**Does the applicant have any schools identified for school improvement?** If yes, provide school name(s) and level of improvement (alert, level 1, 2, 3, 4, 5) including areas of improvement: ex: Apple Tree Elementary –reading level 3, math level 2  
(Priority points maybe awarded to projects targeting schools in school improvement)

**If you check “yes” above indicating that this funding will be used to extend the activities approved in the LEA’s Title II, Part D consolidated application grant award, please explain the how the formula activity is being extended through this grant. Otherwise indicate **NA** for not applicable.**  
(Priority points maybe awarded to projects which are extending an in sufficient formula award)

**Will this grant be used to extend a current 21st Century Initiative?** If yes, please explain.  
(Priority points maybe awarded to projects which are extending an existing 21st Century project)

**Proposal Abstract (5 pts):**

(Provide a clear, concise and brief summary of the entire 21<sup>st</sup> Century Skills professional development project.)

- ✓ Give a quick snapshot view of the scope of the project, including need, vision, activities, expected outcomes and a summary of the results and evaluation planned for the project.
- ✓ This should be suitable for printing in a brochure or on the web to let others know at a glance about your project.

**Educational Need and Purpose (15 pts):**

(Describe the circumstances that demonstrate a real need and purpose for this professional development project.)

- ✓ Provide analysis and summary correlations of relevant data (student achievement data, program data, demographic data, and/or perceptions data) to justify your need.
- ✓ Clearly define and document the academic need in the identified core subject academic focus area.
- ✓ Indicate how the purpose of this grant is aligned with district goals, state content standards, school improvement plan, existing initiatives and long-ranged technology plan.
- ✓ **Thoroughly define the need for assistance in maximizing existing local technology** to focus on improving academic achievement, through the development of greater instructional capacity for teaching using 21<sup>st</sup> century skills and/or tools.

### Goal(s) and Objectives (10 pts):

(Identify the main goals and supporting objectives for the content based technology focused professional development project. Both goals and objectives need to be measurable.)

- ✓ State 1-2 student achievement goals that relate to the stated need and will be supported by this core subject based 21<sup>st</sup> century technology focused professional development project. Include a **measurable** goal statement and measurable objectives to reach each goal.

*Goal example: 80% of 3<sup>rd</sup> grade students will improve by 2% on the Dakota Step assessment in reading in 2009.*

- ✓ State 1-2 professional development goals that relate to the stated need and will be supported by this content based technology focused professional development project. Include a **measurable** goal statement and measurable objectives to reach each goal.

*Qualitative Goal example: 20 % of teachers will increase their technology integration by 1 LoTi implementation level at the conclusion of the project.*

*Quantitative Goal example: 100% of teachers will implement 3 core subject units utilizing a minimum of three 21<sup>st</sup> Century student centered outcomes (creativity, problem solving, and collaboration).*

- ✓ Provide baseline data for the stated goal(s).
  - Describe targeted audience and include baseline numbers and data
    - *targeted audience example:*  
*K-12 science teachers, base number: 23 participants*
    - *baseline data examples:*  
*Currently 80% of teachers in our school are at a level 2 on the loti technology implementation scale.*  
  
*2% of teachers currently implement 3 or more core subject units utilizing the target three 21<sup>st</sup> Century student centered outcomes of creativity, problem solving, and collaboration.*

- ✓ State any other measurable, attainable, and realistic goals as relevant to this project.

**Project Plan and Activities (25 pts):**

(Explain in detail the foundation of this plan)

- ✓ Explain design and delivery method of the project.  
(see *attachment B* for definition of high-quality Professional Development)
- ✓ Provide a timeline summary of activities.
- ✓ Correlate scientific research that supports the stated project and activities.
- ✓ Explain what existing local technology will be utilized in a 21<sup>st</sup> Century context.
- ✓ Explain how the plan will be sustained beyond the scope of this funding.
- ✓ Describe how the plan provides the opportunity for participants to implement, reflect, and revise teaching and learning strategies as a result of the professional development.
- ✓ Describe how this project will allow teachers to evaluate their own learning process (ex, action research, reflective journaling, etc).
- ✓ Complete an action plan page for each objective. See *attachment F*.

**Partnership, Collaboration and Plan for Sharing (6 pts):**

**Partnership(s):** (Clearly describe how the district will partner with other eligible educational entities to enhance this 21<sup>st</sup> Century professional development project such as higher education, technical institutes, cooperatives, and or educational service agencies to establish school-based professional development programs that provide new teachers and other teachers with an opportunity to work under the guidance of experienced teachers and/or college faculty.)

- ✓ Explain how the LEA will work with an educational institution to provide continuing education options for participants.
- ✓ Explain any partnerships that will be utilized with other LEAs/non-profits/etc. Include the name of the partner, their role in the project, and demonstrate what expertise or need they bring to the project.

**Collaboration(s):** (Clearly describe how the district provided equitable participation of private school students and personnel.)

- ✓ What timely and meaningful consultations with appropriate private school officials took place and when? (*Complete attachment G*)
- ✓ Explain how private school personnel will participate in this project if applicable.

**Plan for Sharing:** (Explain how this comprehensive professional development project will serve as a model both for the local LEA and other educational institutions.)

- ✓ Detail the benefits your LEA hopes to gain by participating in this project.
- ✓ Detail how this project will work with other professional development initiatives currently in practice.
- ✓ Clearly describe the contextual factors that will contribute to the success of this comprehensive professional development project (demographics, funding, policy, school culture, etc).
- ✓ Explain the district's plan to share what is learned with others both within and beyond the LEA

### Evaluation (15 pts):

Each grant applicant will need to budget 4% of the grant's sub total to pay for contracted services of the aggregate grant evaluator.

In addition, each project also needs to **propose and conduct local evaluation**. Evaluation should relate directly to stated goals, objectives, action plan and include a realistic timeline and plan for data collection and implementation.

Please use these questions as guides

- ✓ What evidence will be used to determine whether the professional development led to the desired goal?
- ✓ How can evidence be gathered at various points of the professional development process? Examples of evidence can include student learning outcomes, participants' use, organizational support, and reactions to the experience.
- ✓ What are the details of an evaluation plan for each objective/goal?
- ✓ Explain how the district will use the evaluation data collected to modify the comprehensive professional development project to make appropriate changes as indicated by the data.
- ✓ Complete attachment F

### Budget and Budget Narrative (10 pts):

(Complete the budget sheet. Provide an itemized list including the quantity, item description and cost that are associated with the project. Districts will assume all equipment costs and any other costs that exceed the specified amounts.)

- ✓ Detail costs of curriculum, participant incentives, management, evaluation, and material resources. (requested costs need to be consistent with local policies)
- ✓ Include a completed budget. (Complete attachment D)
- ✓ Include a 4% cost for the aggregate evaluator.
- ✓ Budgets should have all requested costs itemized and justified.
- ✓ Complete attachment E.

**Additional Comments:**

*(Provide any additional notes concerning the proposed professional development project proposal that this RFP did not provide a place to answer or explain.)*



## STATEMENT OF ASSURANCES

### **GENERAL ASSURANCES:**

The local education agency (LEA) hereby assures the South Dakota Department of Education that:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
4. The applicant will adopt and use proper methods of administering each such program, including —
  - the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The applicant will —
  - submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
9. Funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of federal funds, be made available, and in no case supplant such State, local, and other non-Federal funds.
10. Equitable participation of non-public schools (if any) will be provided. The applicant will consult with officials of non-public schools in a meaningful and timely manner, provide non-public participants genuine access to equitable services and equal expenditure of funds.

### **PRO-CHILDREN ACT OF 1994 ASSURANCE**

I hereby acknowledge that the LEA of which I am the authorized representative, has adopted the provisions of the Pro-Children Act of 1994. (The Pro-Children Act requires that smoking not be permitted in any indoor facility used routinely or regularly for the provision of "children's services" to persons under age 18, if the services are funded by specified Federal programs either directly or through State or local governments.)

### **GUN FREE SCHOOLS ACT ASSURANCE**

I hereby acknowledge that the LEA, of which I am the authorized representative, has adopted a Gun Free Policy that is in compliance with SDCL 13-32-4.

### **CONSTITUTIONALLY PROTECTED PRAYER IN PUBLIC SCHOOLS CERTIFICATION**

I hereby certify that the LEA, of which I am the authorized representative, has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in its public elementary and secondary schools.

As a condition of receiving federal funds under terms of the Elementary and Secondary Education Act ("ESEA") of 1965, as amended by Section 9524 of the No Child Left Behind Act of 2001, this certification is required by October 1st of each year. The South Dakota Department of Education in its role as the official public education state agency in South Dakota will annually send to the U.S. Secretary of Education a list of those LEAs in South Dakota that have not submitted the required certification or against which complaints have been made that the LEA is not in compliance with this provision.

### **CHILDREN'S INTERNET PROTECTION ACT (CIPA)**

The local education agency certifies that it will comply with the Child Internet Protection Act.

### **LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a

Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

#### **DRUG-FREE WORKPLACE**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

### **ASSURANCES - NON-CONSTRUCTION PROGRAMS**

**Note:** Certain of these assurances may not be applicable to your project or program.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

**Local Education Agency (LEA)**

**ASSURANCES AND CERTIFICATION STATEMENT:** The above named applicant assures the South Dakota Department of Education that these projects will be administered in compliance with the assurances contained in this application, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete.

\_\_\_\_\_  
Name of LEA Authorized Representative  
(Type or Print)

X

\_\_\_\_\_  
**Original** Signature of LEA Authorized  
Representative

\_\_\_\_\_  
Date

**Signed Individual LEA Partnership Sheet**

(Please read entirely before signing)

The primary goal of the Educational Technology Grant is to improve student achievement in the core subject areas through the use of 21st Century Skills and tools with an emphasis in utilizing technology in the acquisition of those skills in elementary and secondary schools.

The 2008 project goal is a focused professional development project designed to build expertise and leadership through the use of 21st Century skills and tools.

The scope of this comprehensive partnership proposal is for the next year. So, by signing this form it should be understood the district will be in the project for the length of the proposed project.

**The partnering District/LEA will**

- Create and sustain a partnership with the applying LEA during the development and implementation of grant activities;
- Provide information and data to the **applying LEA** upon request for purposes of evaluating, documenting implementation of the grant, and reporting;
- Assure good faith commitment and support of the administration and the school board in the development and implementation of proposed activities; and
- participate in the Ed Tech evaluation as directed by the External Evaluator and SD DOE in the following manner:
  - Provide access to **local data** necessary to conduct the evaluation of the project;
  - conduct evaluation activities as directed by the external evaluator;
  - gather require data as determined necessary by SD DOE or the External Evaluator; and
  - complete any report requirements.

**Signature Statement**

To the best of my knowledge and belief, all information in this application is true and correct. We are **co-applicants** in the proposed project and understand the role for our entity in this project. This document and participation in this project have been approved by the board (or governing body) of the undersigned school district(s) or organization(s). **We will comply with the statement of assurances and project guidelines if the assistance is awarded.**

Partnering Local Educational Agency Name		
Typed Name of Authorized Representative	. Title	Date Signed
Signature of Authorized Representative	Representing	Telephone Number
E-mail address		

## Attachment B:

### HIGH-QUALITY PROFESSIONAL DEVELOPMENT:

The term "high quality professional development" means professional development that meets the criteria outlined in the definition of professional development in Title IX, section 9101(34) of ESEA. This definition is provided below:

A. The term 'professional development' includes activities that:

1. improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
2. are an integral part of broad schoolwide and districtwide educational improvement plans;
3. give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
4. improve classroom management skills;
5. **are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;**
6. support the recruiting, hiring, and training of highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification;
7. advance teacher understanding of effective instructional strategies that are:
  - a. based on scientifically based research (except that this subclause shall not apply to activities carried out under Part D of Title II);
  - b. strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
8. are aligned with and directly related to:
  - a. State academic content standards, student academic achievement standards, and assessments; and
  - b. the curricula and programs tied to the standards described in subclause (a) [except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];
9. are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
10. are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
11. provide training, to the extent appropriate, for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
12. are regularly evaluated, as a whole, for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
13. provide instruction in methods of teaching children with special needs;
14. include instruction in the use of data and assessments to inform and instruct classroom practice; and
15. include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.

**List of school districts with the highest numbers  
or percentages of children from families with incomes below the poverty line**  
(Based on 2005 Census Poverty Data)

ABERDEEN 06-1	HAMLIN 28-3	ROSHOLT 54-4
ANDES CENTRAL 11-1	HARDING	ROSLYN 18-2
AVON 04-1	COUNTY 31-1	SANBORN CENTRAL 55-5
BELLE FOURCHE 09-1	HENRY 14-2	SCOTLAND 04-3
BENNETT COUNTY 03-1	HERREID 10-1	SELBY 62-5
BIG STONE CITY 25-1	HIGHMORE-HARROLD 34-1	SHANNON COUNTY 65-1
BISON 52-1	HITCHCOCK-TULARE 56-6	SIOUX FALLS 49-5
BON HOMME 04-2	HOT SPRINGS 23-2	SISSETON 54-2
BONESTEEL-FAIRFAX 26-5	HOVEN 53-2	SREE 15-3
BRANDON VALLEY 49-2	HURON 02-2	SPEARFISH 40-2
BROOKINGS 05-1	IROQUOIS 02-3	STICKNEY 01-2
BURKE 26-2	ISABEL 20-2	SUMMIT 54-6
CANISTOTA 43-1	JONES COUNTY 37-3	TIMBER LAKE 20-3
CASTLEWOOD 28-1	KADOKA 35-1	TODD COUNTY 66-1
CHAMBERLAIN 07-1	KIMBALL 07-2	TRIPP-DELMONT 33-5
CLARK 12-2	LANGFORD 45-2	VERMILLION 13-1
COLOME 59-1	LEAD-DEADWOOD 40-1	VIBORG 60-5
CONDE 56-1	LEMMON 52-2	WAGNER 11-4
CORSICA 21-2	LEOLA 44-2	WALL 51-5
CUSTER 16-1	LYMAN 42-1	WATERTOWN 14-4
DOLAND 56-2	MADISON CENTRAL 39-2	WAUBAY 18-3
DOUGLAS 51-1	MCINTOSH 15-1	WAVERLY 14-5
DUPREE 64-2	MCLAUGHLIN 15-2	WESSINGTON SPRINGS 36-2
EAGLE BUTTE 20-1	MEADE 46-1	WEST CENTRAL 49-7
EDGEMONT 23-1	MENNO 33-2	WHITE LAKE 01-3
ELK MOUNTAIN 06-2	MITCHELL 17-2	WHITE RIVER 47-1
EMERY 30-2	MOBRIDGE-POLLOCK 62-3	WILLOW LAKE 12-3
ESTELLINE 28-2	MONTROSE 43-2	WILMOT 54-7
FAITH 46-2	MOUNT VERNON 17-3	WINNER 59-2
FAULKTON 24-3	NEWELL 09-2	WOLSEY-WESSINGTON 02-6
FLANDREAU 50-3	OELRICHS 23-3	WOOD 47-2
FREDERICK AREA 06-2	OLDHAM-RAMONA 39-5	WOONSOCKET 55-4
FREEMAN 33-1	PIERRE 32-2	YANKTON 63-3
GREGORY 26-4	PLATTE-GEDDES 11-3	
HAAKON 27-1	RAPID CITY 51-4	

Attachment D:

Budget

Budget: July 1, 2007-June 30, 2008

**Budget Justification:**

Describe and define the expenditure as they relate to activities proposed in this application. For example, if \$20,000 is listed under salaries, indicate for what purpose that salary is being paid in the description column.

**Budget amounts can only be submitted in whole dollars-please round accordingly**

Category	Description	Cost	Total
100. Salaries			
200. Employee Benefits			
300. Purchased professional & and Technical Services	<i>aggregate evaluator 4% of grant subtotal</i>		
400 Supplies and Materials			
Subtotal			
Indirect Costs * see attachment E Example: subtotal 24, 000 X 3.5% (.035) = 840.00	Allowable costs from above X the entities approved rate.	_____X ____%	
Total			

Budget will be adjusted to reflect actual number of participants and actual indirect costs on totals.  
SD DOE reserves the right negotiate cost and funded items with applicant if necessary.



Attachment E:

**\* Indirect Cost Information (To be completed by Your Business Office):**

If you are requesting to budget for restricted indirect costs on line 8, please answer the following questions:

- (1) Are you a South Dakota Public School District? \_\_\_\_\_ (yes, no) If yes, use your state approved restricted indirect cost rate. If no, go to number two.
- (2) Do you have a Restricted Indirect Cost Rate Agreement approved by an agency of the state or federal government? \_\_\_\_ (yes, no) If no, you may not claim indirect costs, If yes, go to number three.
- (3) Period Covered by the Restricted Indirect Cost Rate Agreement: From: \_\_\_\_\_ To: \_\_\_\_\_ (mm/dd/yyyy)  
Approving agency (please specify): \_\_\_\_\_

**Please attach a copy of your approved restricted indirect cost rate agreement.**

Attachment F:

**Action Plan**  
(Duplicate as needed)

**District:**  
**Project Goal:**  
**Objective:**

Activity	Person (s) Responsible for implementation of activity	Timeline (Date)	Cost	21 <sup>st</sup> Century tool or skill utilized	Materials needed to support activity	Baseline data

---

**Evaluation Plan**  
(Duplicate as needed)

**Project Goal:**  
**Objective:**

Activity	Indicator of success	Baseline data	Benchmark	Method of evaluation	Evaluation Instrument	Evaluation Timeline	Person Responsible

## Attachment G:

Return to:  
Enhancing Education Through Technology  
700 Governors Drive  
Pierre SD 57501

# NON-PUBLIC SCHOOL PARTICIPATION FORM

**MUST BE COMPLETED BY ALL PARTICIPATING PUBLIC SCHOOLS WITH PRIVATE SCHOOLS IN THEIR DISTRICT**

Public School District Participant

Nonpublic School with-in the District

ESA Region

District Number

Federal Program	Nonpublic School Consulted		Nonpublic School Participating		Comments
	Yes	No	Yes	No	
Title II, Part D—South Dakota Enhancing education Through Technology Program					if Yes, List names of Participating Teachers

This is to certify that a consultation occurred between a representative of _____ ( <i>Public School District Name</i> ) and _____ ( <i>Nonpublic School District Name</i> ).			Date of Consultation
Typed Name of <i>Public</i> School Representative	Title	Telephone Number	
Signature of <i>Public</i> School Representative	Email	Date Signed	
Typed Name of <i>Nonpublic</i> School Representative	Title	Telephone Number	
Signature of <i>Nonpublic</i> School Representative	Email	Date Signed	

## Attachment H:

### 21st Century Skills Information

#### 21st Century Content

Education and business leaders identified three significant emerging content areas that are critical to success in communities and workplaces:

- Global awareness;
- Financial, economic and business literacy, and developing entrepreneurial skills to enhance workplace productivity and career options; and
- Civic literacy

#### Core Subjects

No Child Left behind identifies these as English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography. We believe the focus on core subjects must expand beyond basic competency to the understanding of core academic content at much higher levels.

#### 21st Century Context

Students need to learn academic content through real-world examples, applications and experiences both inside and outside of school. Students are better learners when education is relevant, engaging and meaningful to their lives--they understand subjects better and retain more information.

Studying the implications of the SARS epidemic, for example, makes biology come to life. The implications of recent tsunamis or hurricanes are additional real-world examples that have been used in TRC classrooms to shape content-area projects.

Learning skills also need to be taught in a 21st century context. For example, we need to be able to communicate and collaborate in a modern context using 21st century tools.

#### Learning Skills

##### 1. Information and Communication Skills:

Information & Media Literacy: Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media. Understanding the role of media in society.

Communication Skills: Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts.

##### 2. Thinking and Problem-Solving Skills:

Critical Thinking & Systems Thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems. Problem identification, formulation and solution: Ability to frame, analyze and solve problems.

Creativity and intellectual curiosity: Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse perspectives.

##### 3. Interpersonal and Self-Directional Skills

Interpersonal and collaborative skills: Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives.

Self Direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another.

Accountability and Adaptability: Exercising personal responsibility and flexibility in personal, workplace and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity.

Social Responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace and community contexts.

## **Assessments**

The Partnership believes in the following principles with respect to the assessment of 21st Century skills:

The movement to embrace 21st Century Skills will be greatly enhanced by identifying ways to measure these skills and conversely, the lack of such assessments will hinder progress toward widespread adoption of 21st Century Skills.

Assessment of 21st Century Skills will improve our ability to evaluate not only individual students but the effectiveness of our educational system as well.

Assessments of 21st Century Skills must allow us to determine whether students have mastered these skills adequately, and diagnose areas where students require intervention.

Proper assessments of 21st Century Skills provide students a useful way to validate their skills with potential employers and/or educational institutions.

There is no single assessment tool that will accomplish everything. A diverse menu of assessment tools and models should be available for use in a variety of contexts. It is critical that the most appropriate assessment tool be used in order to evaluate skills or core subject competencies adequately.

Integration of technology into assessment tools is a critical component of assessments that measure 21st Century Skills. Current high-stakes assessments alone do not generate the skill sets that the business & education communities believe will ensure success in the 21st Century. A more thoughtful approach to assessment tools and models is necessary.

## **21st Century Tools**

In a digital world, students need to learn to use the tools to master the learning skills that are essential to everyday life and workplace productivity. This proficiency is known as ICT Literacy. In collaboration with several content area organizations, the Partnership for 21st Century Skills developed a series of ICT Literacy Maps illustrating the intersection between Information and Communication Technology (ICT) Literacy and core academic subjects including geography, math, English, and science. The maps enable educators to gain concrete examples of how ICT Literacy can be integrated into core subjects, while making the teaching and learning of core subjects more relevant to the demands of the 21st century.

For additional information on 21st Century Skills, see the Partnership for 21st Century Skills website at <http://www.21stcenturyskills.org/>.

Information on how these skills are incorporated into content is also available on this website through the published ICT Literacy Maps.

[http://www.21stcenturyskills.org/index.php?option=com\\_content&task=view&id=31&Itemid=33%20](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33%20)

Additional information: <http://www.21stcenturyskills.org/route21/>